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Headteacher: Mr. Aaron Wanford MA, B.Ed. (Hons), NPQH

Tuesday, 16th April 2024

Updated Behaviour Policy

Dear Parents and Carers,

We are writing to inform you of the recent work we have been doing to develop our behaviour systems and policy. Some of the feedback we received with our previous systems and policy was that there were too many levels, which could be confusing, and also did not always take into account the needs or barriers that some pupils have. Clearly with behaviour, one size cannot always fit all, and although we have always tried to be as consistent as we can, we recognise a revised system was needed to give greater flexibility where needed. In the new policy and systems that we have created with parents, carers, staff, governors, and pupils, we are confident that these changes will support the learning and wellbeing of all our pupils.

Whole School Behaviour Charter

Be Ready to learn:

- Be on time
- Have all my equipment
- Enter the classroom calmly

Be Respectful:

- Show pride when walking in the corridors
- Look after all school property
- Stop and listen when an adult raises their hand
- Show pride in my learning and presentation

Be Safe:

- Follow our school charter so that we keep ourselves and others safe
- Be polite to others
- Play safely at break and lunch times

Our new policy largely based upon the work of behaviour specialist *Paul Dix* and his research and learning from his book, *"When the Adults Change, Everything Changes"*. Our policy is based on the belief that good behaviour is not automatically learned but needs to be taught. It has a child centred approach to the promotion of positive behaviour. The focus of this policy is recognising and celebrating positive behaviour and supporting all children to achieve this.

To ensure there are clear and consistent expectations we have selected three rules **"Ready, Respectful and Safe."** Both pupils and staff have been working hard to embed the new rules into all aspects of school life over the spring term.

We are a school that uses the THRIVE approach as core part of our pupils' wellbeing, behaviour, and development. The THRIVE approach supports and encourages the development of confident, curious, creative, and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. Together with embedding the Thrive Approach, which helps us to interpret children's behaviour and to address their emotional needs, we have adopted the principles of the Norfolk Steps therapeutic approach to behaviour. Norfolk Steps shows an emphasis on consistency of approach and response, the teaching of internal rather than external discipline, care, self-control, and consequences sits securely within – and supports our whole school ethos and our commitment to equity.

During the school day, acknowledgement is given to pupils who are following our school charter with house points, achievement assemblies, whole class reward system, table points, work sent home and many more. On the occasion that a pupil shows any unsocial behaviour staff at Green Ridge will use a staged interventions involving Respond (Verbal Warning), Reflect, Repair and Restore to resolve any incidents.

The full policy as available to read via our website and is attached with this letter for your information also.

Thank you for your continued support and if you have any further questions, please do come and speak to myself or your child's class teacher.

Yours faithfully,



Miss. Katie South
LKS2 Assistant Headteacher – Behaviour & Attitudes